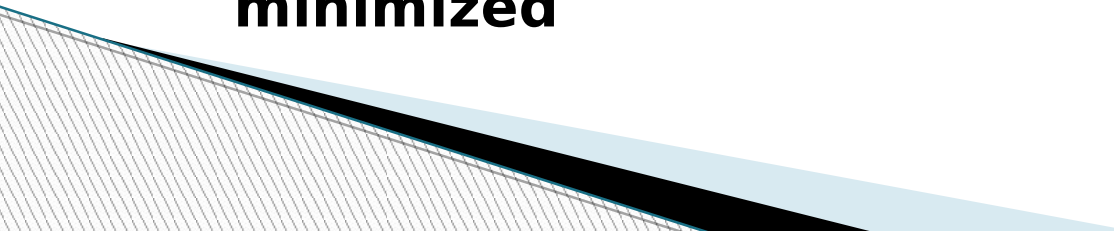


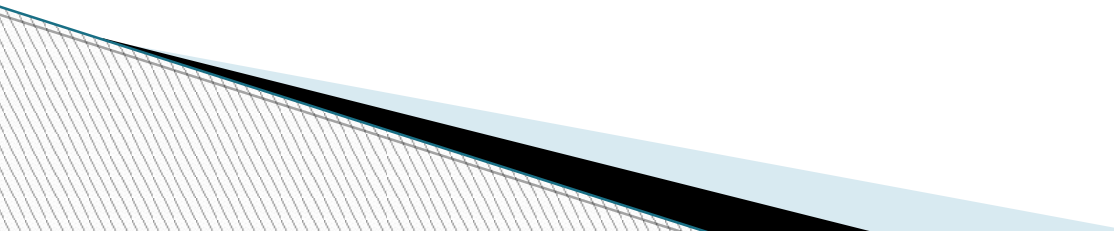
Child Protection Foundation Training

Preparing for the Child Interview & Guidelines

Core Competencies

- ▶ **Conduct purposeful child interviews**
 - **Accurately identify time requirements for interviewing children**
 - **Explain the importance of interviewing the child away from the perpetrator and the nonoffending caretaker**
 - **Explain how to accomplish this in the child's home**
 - **Explain other setting in which the child might be interviewed**
 - **Explain the common barriers to child interviewing and how these can be eliminated or minimized**
- 

Core Competencies

- ▶ Determine how to assess a child's developmental level
 - ▶ Demonstrate how to establish rapport with child
 - ▶ Identify elements of a child's credibility
- 

General Considerations

- ▶ **Timeframe according to 300.50**
- ▶ **Allegation - will there be a forensic interview at a children's advocacy center?**
- ▶ **Where will the initial contact take place?**
- ▶ **Insuring a safe environment to interview the child**

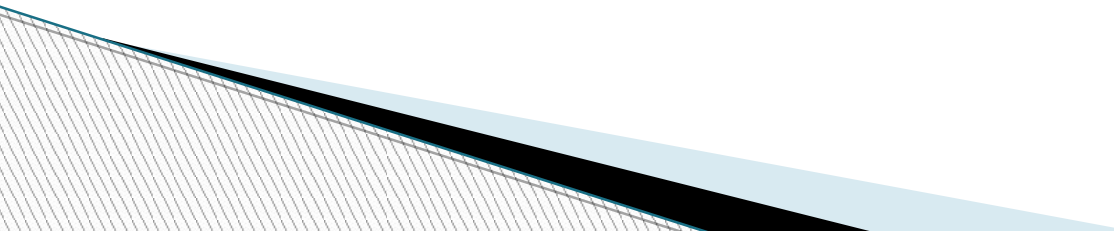


Child Interview

- ▶ Per 300.50: within 24 hours in person contact with child victim
Who may be present?
- ▶ Why is this important?



What are the two purposes of the investigation?

- ▶ **Protect Children**
 - ▶ **Reach an accurate finding**
- 

Child Interview



- ▶ Why is it important to interview the child away from the....
- ▶ Alleged perpetrator?
- ▶ Nonoffending caretaker?
- ▶ Siblings?



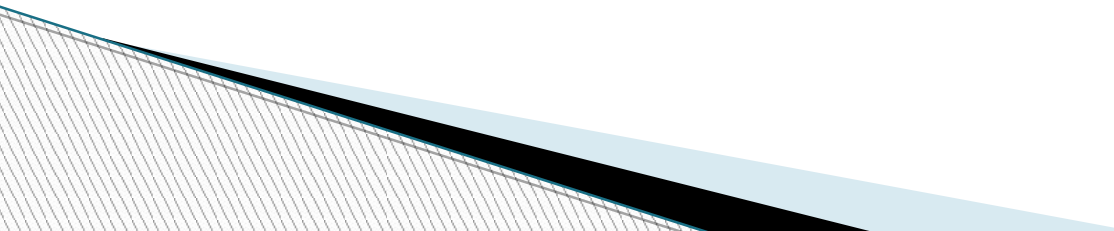
The Environment

- To the extent possible, it is important to identify a space that is:

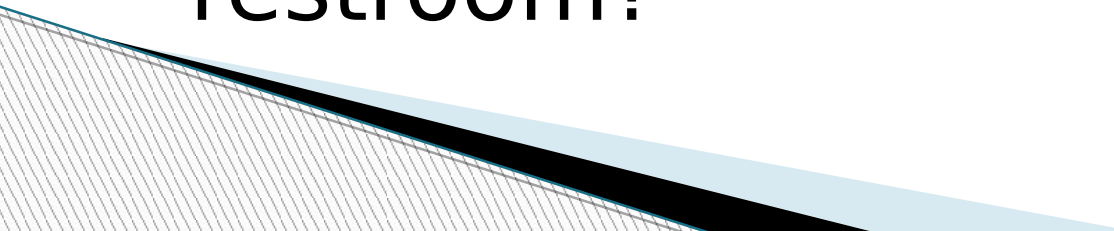
- Calm
- Without distractions
- Confidential



Information the interviewer should have before conducting the interview

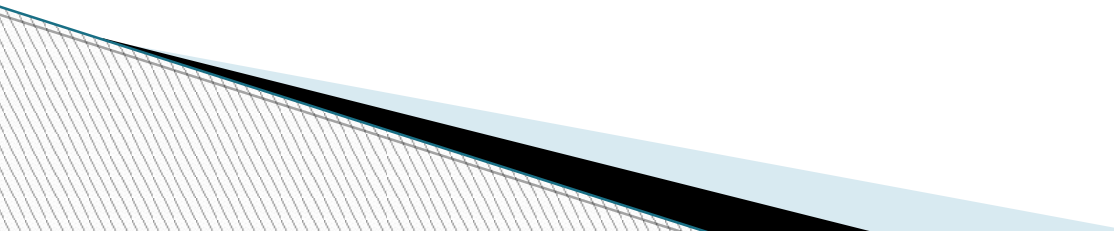
1. Reliability of the report and the reporter
 - a) Exact wording is needed, not paraphrasing
 - b) Circumstances around the disclosure
 2. Child's developmental issues
 3. Parental knowledge and understanding of the incident
 4. Safety and risk of harm for the child
- 

Other considerations that can impact the interview

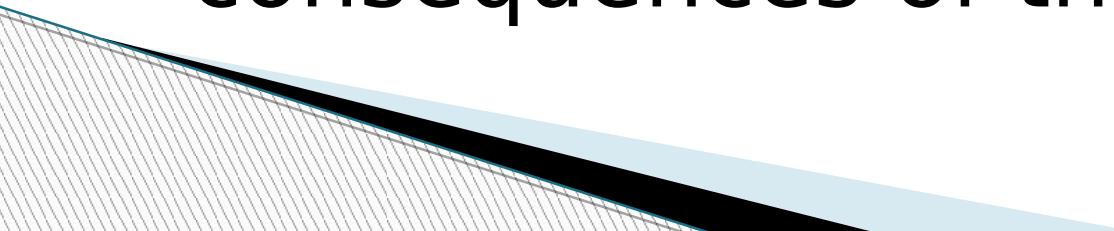
- ▶ Is the child tired and needs to rest?
 - ▶ How long has it been since the child has eaten?
 - ▶ How greatly has the child's routine been altered?
 - ▶ Does the child need to use the restroom?
- 

Guidelines for Interviewing Children

Core Competencies

- ▶ Determine how to assess a child's developmental level
 - ▶ Demonstrate how to establish rapport with child
 - ▶ Identify elements of a child's credibility
- 

Keep in Mind

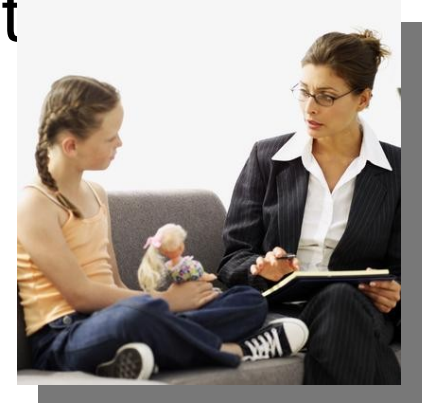
- ▶ Children can be normally shy or uncomfortable in initial encounters with unfamiliar adults
 - ▶ They can also appear nervous about the interviews, or apprehensive about the consequences of their disclosure
- 

Guidelines for Interviewing Children:

General Considerations

- ▶ Each child is treated with dignity and respect
- ▶ The child is recognized as the expert regarding his or her own experience
- ▶ The investigator affords the child the opportunity to communicate about his or her experience in his or her own way

The Person-Centered Interview
Adapted from Cornerhouse FI Protocol

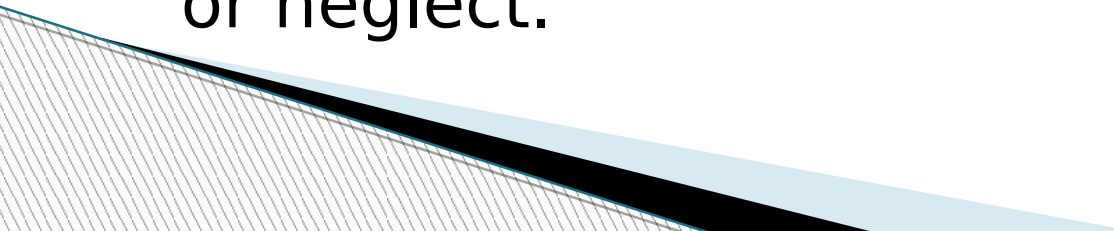


Observe or Interview?

- ▶ Determinant is child's age
- ▶ Assess each child's ability individually



Guidelines for Interviewing Children

- ▶ Techniques used by workers to interview children should vary based on the worker's professional assessment of the child's age, maturity, mental health, primary language and communication skills.
 - ▶ Taking into account a child's level of maturity or understanding, they should be informed realistically about various actions and outcomes likely to result from the child abuse or neglect.
- 

Guidelines for Interviewing Children

► Remember:

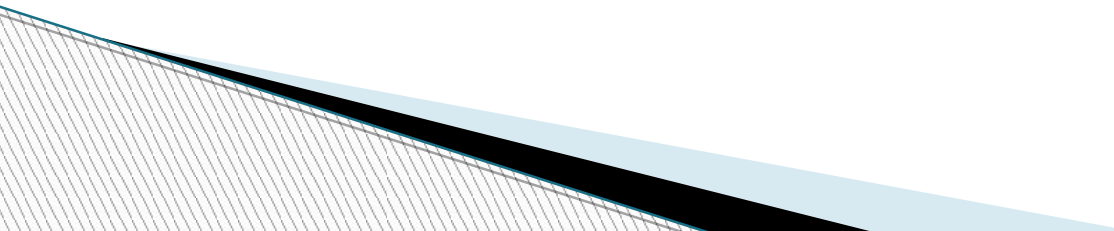
- The interview may cause the child to experience a wide range of emotions including fear, anxiety, and guilt at being asked to talk about family matters. The worker should be prepared to discuss these feelings with the child in an effort to allay fears and concerns.



Rapport-Building

- ▶ Purpose: to establish a foundation for the interview process by:
 - Orienting the child
 - Learning about the child
 - Facilitating the child's best possible functioning

Interviewing Preschoolers: General Principles

- ▶ After rapport-building:
 - ▶ **START** by inviting narrative about something the child has mentioned (see how well the child can do)
 - ▶ **MOVE** to cuing and scaffolding
- 

Interviewing Preschoolers: Scaffolding

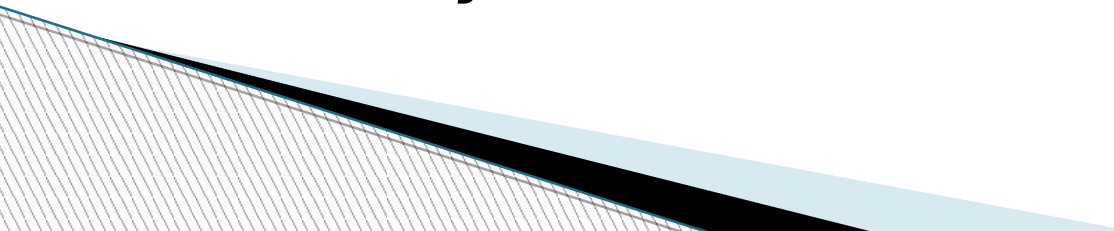
A preschooler says, *“I got to school, and we ate and napped, and then my mom came.”*

Try chronological scaffolding

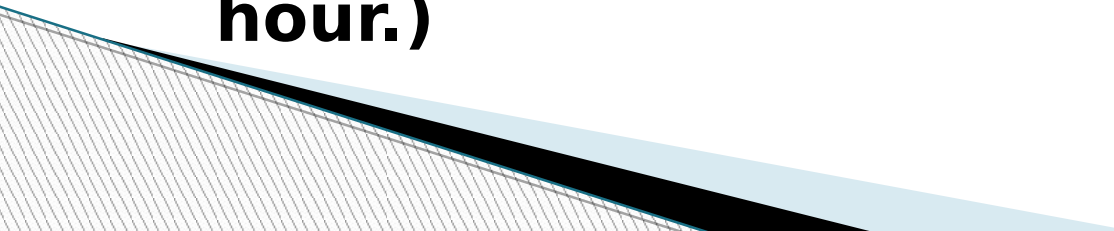
Ask, *“What was the first thing you did when you got to school?”* Wait for answer.

Ask, *“What did you do right after that?”* Wait for answer. *“And then what happened?”*

Keep repeating the pattern and also ask, *“Who did you see?”*



Preschooler Scaffolding Dyad Activity

- ▶ **Ask your partner what s/he did at breakfast or lunch today, and the partner should answer as a preschooler would.**
 - ▶ **Questioner should provide cueing or scaffolding.**
 - ▶ **Questioner should offer facilitative prompts. (move slowly, chronologically, and sequentially through the whole lunch hour.)**
- 

Questions to Ask Preschoolers



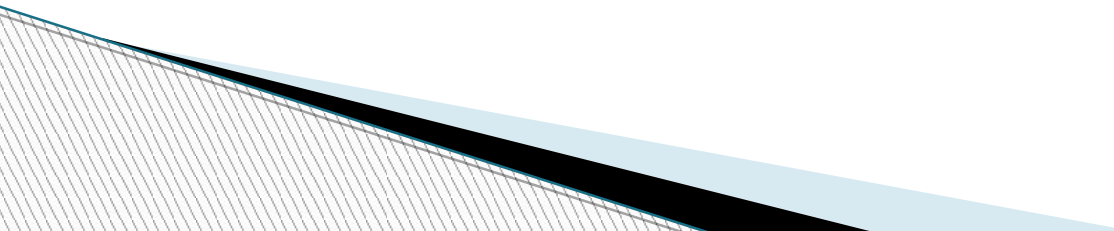
- ▶ Who?
- ▶ What?
- ▶ What happened?
- ▶ Where?

Questions to Avoid Asking Preschoolers



- ▶ When?
- ▶ How many times?
- ▶ How long?
- ▶ Why?

Elementary School Children

- ▶ Start by inviting narrative
 - ▶ The content and the language of the conversation should be understood by the child. If the child appears confused, the investigator should restate or clarify the content of his/her questions. Similarly, if the investigator does not understand a word or expression used by the child, the worker should ask the child to clarify it.
- 

Take time to consider



- ▶ Avoid premature decision making
- ▶ Keep multiple hypotheses in mind as you gather information



Questions?

